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| **Stage 1: Identify Desired Results** |

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| **Language and**  **Level** | All Languages  Level 2  Unit 1  Novice high/Intermediate Low | Approximate Length  of Unit | | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | | 225 minutes (5x45) | |
| **Theme / Topic** | Personal and Public Identities / The “Selfie” | | | | | | | | |
| **Essential Question** | Who is the real me? | | | | | | | | |
| **Learning Scenario** | Personal and Public Identities have changed drastically in a short amount of time due to technology and the instant sharing of information. Many people embrace this tool but it can also have negative consequences. In this unit students will be able to describe their two identities and compare how they are the same or differ. The class will share opinions of advantages and disadvantages of social media identities. Students will also be able to describe one moment in time with a single picture and creatively tell a mini story. | | | | | | | | |
| **Unit Goals** | | | | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * describe their public and private identities and the identities of others * comment on personal and cultural stereotypes and compare character traits across cultures * describe others using positive and negative character traits. * describe the selfies and self-portraits of others commenting on what is seen and what is known * share opinions on the advantages and disadvantages of social media identities * tell the story of when a particular selfie/image was taken * explain who you are if “we are what we do”. | | | | | | | | |
| **Stage 2: Determine Acceptable Evidence** | | | | | | | | | |
| **Summative Performance Tasks** | | | | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.*   *• The tasks follow the format of the IPA, but are integrated throughout the unit.*   * *The template encourages multiple interpretive tasks.*   *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | |
| Read biographical and/or autobiographical texts and demonstrate comprehension using the [ACTFL interpretive task comprehension template](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics/IPA-AppendixD_InterpretiveTasks-ACTFL.pdf.aspx) | | Read article/infographic on phenomenon of selfie and demonstrate comprehension. | | | | Watch video on stereotypes and complete a graphic organizer. | | |
| **Presentational Mode**  **On demand writing:**  Explain who you are in terms of your public and personal identity. Comment on how your personality/identity changes in different situations. How do you think you are perceived by others?  What stereotypical characteristics do you have in common with those from the target cultures?  **Project (Optional):** Students post a selfie on class webpage. They write 3 sentences to accompany the selfie - 2 true/1 false.  **(Note to teacher):** Show selfies gradually over the unit allowing class to decide if sentences are true or false.  **Project:**  [Global Citizenship Project](https://docs.google.com/a/pkwy.k12.mo.us/document/d/1-hzORZbJQaafpclOQliiKURVvzfkjPXiu3luCQNgh88/edit?usp=sharing):  Continue the digital global identity presentation. Create a product that can be shared with others, one that captures your personal and public identity Consider how others perceive you. Compare your inner and outer self to others.   * outer cover of a book, inside content * outer mask, inner mask * two voice poem between your inner and outer self | | | | **Interpersonal Mode**  Have a conversation with your partner and discuss how the way you portray yourselves (in social media or in school vs. with friends vs. at home) is the same or different from the real you.  Which trait is most important to you and why? What characteristics/behaviors do you have that are considered stereotypical of another culture of the target language? | | | | |
| **Standards** | | | | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | | | | | | | |
| **Product:** Passport, identity cards  **Practice:** using these products for identification  **Perspective:** what those products convey about identity    **Product:** Social media (i.e. Facebook, Snapchat, etc.)  **Practice:** habits and use of social media  **Perspective:** what those habits indicate about target culture | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | | | **Acquiring Information and Diverse Viewpoints** | | | | |
| Security: internet safety, right to privacy  Math: statistics, percentages  Art: self-portraits  History: personal crests | | | | infographics on use of social media, use of selfies | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | |
| national identity slogans, proverbs (I think, therefore I am.) | | | | symbols of national identity – emblems, slogans, anthems  cultural heroes | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | |
| class identity infographic pages posted for others – who are we  Invite guest speaker (examples: internet safety, personal social media experience, positive or negative, etc.) | | | | assess own progress toward learning goals; reflect on personal and public identity | | | | |
| **Connections to Common Core**  and/or other required standards |  | | | | | | | | |
| **Toolbox** | | | | | | | | | |
| **Can Do Statements** | | | | | | | | | |
| **Interpretive** | (R&L) I can read and understand information about identities on social media  (R)I can look at and interpret information about someone else’s personal identity  (R) I can look at a picture of a cultural stereotype and compare character traits | | | | | | | | |
| **Presentational** | (S&W) I can describe the personal identity of a friend or family member  (S&W) I can tell the story of when a particular selfie/image was taken  (S&W) I can describe my personal identity | | | | | | | | |
| **Interpersonal** | I can exchange opinion about advantages and disadvantages of social media  I can discuss about common stereotypes  I can discuss a self-portrait or image | | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | | **Priority Vocabulary** | | | |
| describe others using positive and negative character traits | | to be, no, adjectives | | | | expressions of surprise  positive character traits  negative character traits  traits of heroism  activities | | | |
| connect perceived character and personality traits to specific actions | | to be, adjective agreement and placement | | | |
| identify character traits common to favorite heroes and villains | | to be, superhuman abilities | | | |
| give biographical and autobiographical information | | present tense, subject pronouns | | | |
| express surprise when learning true facts | | adjectives/interjections (oh! ah, de verdad...) | | | |
| compare “private ”identity to “public” identity | | At home, at school, at work, I am ….more, less  He looks like, I think he is…. | | | |
| indicate your relationship to others and identify your character in terms of that relationship | | According to my parents, I am…  According to my friends/siblings, I am... | | | |
| explain who you are if “we are what we do” | | adverbs of frequency (sometimes, always, never, etc.) | | | |
| explain who I am using a storyboard platform like snapchat | | present tense | | | |
| tell the story of a particular image and why you captured the moment | | past tense  Last week, I went….we…  I took…. I was …. and I wanted to remember | | | |
| **Stage 3: Developing Learning Plan** | | | | | | | | | |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | How does this activity support the unit goals or performance tasks? | | | | | | | Mode of Communication |
| Take a selfie. Post it to the class webpage/blog. Share a bit about what others see and share about the moment. | | describing character and personality traits | | | | | | | Presentational |
| Create a visual identity using a word cloud like <http://www.tagxedo.com>. | | describing personal identity | | | | | | | Presentational |
| Pair to discuss a self-portrait or image. Talk about the person. Speculate on who they are, what they do, think, feel. Come to an agreement | | compare “private” and “public” identities | | | | | | | Interpersonal |
| Write bio poems. | | describing our private and public identity through poem | | | | | | | Presentational |
| Read information on internet safety. Discuss your personal habits with others. Create campaign to warn pre-teens about the dangers of posting too much information and/or inappropriate images. | | describe advantages and disadvantages of social media identities | | | | | | | Interpretive  Presentational |
| Play the game Guess Who. | | expressing opinions | | | | | | | Interpersonal  Presentational |
| Pair students to discuss their social media photo. Have the conversation begin with “Am I my social media photo? and have students determine reasons for and against citing evidence suggested by the image. Allow pairs to talk for no more than 2 minutes, then rotate and repeat with new partner. | | describe others positive and negative character traits | | | | | | | Interpersonal |
| Have students find a cultural image of a person where a few facts are known. Ask them to create a card with the image on the front and the facts on the back. Post the cards in room. Students do a gallery walk viewing 4-5 images and write down the facts according to the image. Students return to seats and share what they have written with a partner. The facts of the image are then shared with the class. | | compare personal and cultural stereotypes | | | | | | | Interpretive  Presentational |
| **Resources** | | | | **Technology Integration** | | | | | |
| **All languages:**  Stereotypes – The History of Tattoos [**http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html**](http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html)  Art at Arm’s Length: A History of the Selfie (in English) <http://www.vulture.com/2014/01/history-of-the-selfie.html>  **Spanish:**  **Chinese:**  **Italian:** | | | | capture identity in an image: <http://www.tagxedo.com>  **Chinese:**  Perception  <http://bsix12.com/east-meets-west/>  Social media  <http://www.synthesio.com/blog/5-fascinating-infographics-covering-the-chinese-social-media-landscape/> | | | | | |